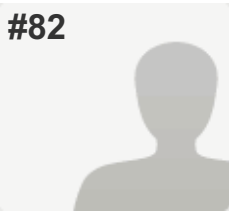


#82

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 29, 2016 12:55:14 PM**Last Modified:** Wednesday, June 29, 2016 1:37:23 PM**Time Spent:** 00:42:08**IP Address:** 216.139.108.29

PAGE 2

Q1: Name of School District:	Central Decatur CSD
Q2: Name of Superintendent	Chris Coffelt
Q3: Person Completing this Report	Rudy Evertsen

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Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
Q5: 1b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

Q7: 2a. Local TLC Goal

Increase teacher effectiveness through weekly embedded professional development measured by observations and CODE data.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

At the Elementary level, 32/35 teachers were rated proficient or exemplary through classroom observations, and 3/35 teachers were rated improving.

At the Secondary level, 24/24 teachers rated proficient or exemplary through the classroom observations.

Q10: 3a. Local TLC Goal

Increase leadership opportunities through the addition of district leadership team members.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Leadership team members remained consistent at the elementary level. Among the elementary staff, 2 of 35 teachers are full time as instructional coaches without classroom responsibilities, and 4 of 35 are partially released as instructional coaches with classroom responsibilities.

At the secondary level there are 2 fully released instructional coaches and 4 partially released instructional coaches that maintain classroom responsibilities.

Q13: 4a. Local TLC Goal

Increase or maintain the number of students scoring Proficient or Advanced on Iowa Assessments while decreasing the number of students scoring Not Proficient on the Reading subtest.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Iowa Assessment results comparing % of students proficient in 2014-2015 to % of students proficient in 2015-2016 shows:

3rd grade Rdg, 72% to 70 % slight decrease
 3rd grade Math, 72% to 78% increase
 4th grade Rdg, 51% to 62% increase
 4th grade Math, 61% to 72% increase
 5th grade Rdg, 66% to 66% no change
 5th grade Math, 68% to 63% slight decrease
 6th grade Rdg, 74% to 77% increase
 6th grade Math, 74% to 77% increase
 7th grade Rdg, 60% to 58% slight decrease
 7th grade Math, 52% to 72%, drastic increase
 8th grade Rdg, 72% to 81 %, increase
 8th grade Math, 80% to 76%, slight decrease
 9th grade Rdg, 68% to 81%, increase
 9th grade Math, 56% to 68%, increase
 10th grade Rdg, 84% to 70%, decrease
 10th grade Math, 59% to 64%, increase
 11th grade Rdg, 78% to 68%, decrease
 11th grade Math, 73% to 68%, decrease

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

NA

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

NA

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

At the District level there will be an increased focus on identify student skill deficiency and to provide extra support through weekly PD opportunities. This does not change the implementation, but provides our leadership team with a more specific focus.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

We have noticed during interviewing new candidates this year we that we have a much higher expectation of our teachers for their skill level and overall content and pedagogy knowledge.

Teachers who have left our district and taken positions in other districts have reported back that they are significantly stronger in instructional knowledge and pedagogy when compared to peers in their new district.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.